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ABSTRACT

The 10-week mini-course, designed for junior high school students in English, in which careers and recreations become a basis for exploring the individual potential of students, contains three lesson plans. The overall goals emphasize communication skills, language usage, interpersonal skills and the development of knowledge of career areas. The lessons center around the 15 basic career clusters listed in the document. In order to assess the students' interests, pre-test (survey and interest log) materials are utilized in the first lesson. The second lesson provides the opportunity for the students to examine the career clusters and match their interests with the appropriate cluster. In the third and final lesson, the students will research career questions for their chosen clusters and write a report and paper discussing their interests and data. Instructional materials include: students' activity logs and interests checklist serving as pre- and post-tests; a questionnaire on careers and interests; an objective test on career fields; completed individualized study questions; and writing skills and vocabulary development activities. (JB)

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Explore Your Potential

U. City, Mo. School District

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EXPLORE YOUR POTENTIAL

June, 1972
S. Suggs
Hanley Junior High School

Explore Your Potential Course Description:

A ten-week mini-course designed for junior high school students in English in which careers and recreations become a basis for exploring the individual potential of students.

Rationale:

The rationale for including this package within the framework of the English Department at the junior high level is as follows:

1. Students will increase their efficiency in oral and written communication skills on an individual basis of improvement.

2. Specific skills to be developed are grammatical constructions, vocabulary development, spelling and language usage.

3. Emphasis upon shared experience and oral communication is essential to any course in the humanities.

4. Knowledge will be personalized by the students and used in class as a basis for growth in inter-personal, oral communication skills.

5. Emphasis will be placed upon developing the ability to make general, abstract statements based upon specific knowledges within a personal framework of study.

General Performance Objectives:

1. The student will list and recognize in writing the 15 basic career clusters. (See list)

2. The student will show in writing the relation between career opportunities and avocational possibilities.

3. The student will choose one career cluster and directly relate it to his own personal and individual needs and interests. He will demonstrate his knowledge of the relationships in writing and orally through the carrier activity described below.

4. Students will share orally their knowledge of careers.

5. Students will research the possibilities in a given career area through the following series of activities.

Carrier Activity:

a. He will use the library facilities to compile a bibliography of books and periodicals relating to his chosen field. (20 items minimum)

b. He will answer in writing a list of specific questions and a list of specific questions of his own developed together with his teacher.

c. He will respond in writing with at least 60% accuracy to a final objective test on career clusters.

Lesson One (two weeks)

Self Knowledge Domain

Goal: Students will have knowledge of their own activities and interests which will enable them to plan careers.

Developmental Objective: Students will develop the ability to assess their own characteristics.

Performance Objectives:

1. Students will be able to assess their interests.

2. Students will use the checklists and logs to determine similarities of activities and interests.

Activities:

1. Allow one week for students to complete interest log.

2. Discuss with class the purpose and objectives of the course. All one hour for students to complete checklist emphasizing the importance of thoughtful answers. For students who are careless or not thorough in their answers, individual conferences should be set up.

3. After the checklist is completed, discuss with students each category and compile a master list of responses.

4. Use all or some of the following questions (orally or on paper) to probe for real interests rather than pseudo-interests:

   a. What do you read? Why?

   b. Are you often bored? Why? What else would you like to be doing? Why?

   c. Do you often think reflect, daydream? What about?

   d. Which activities on your list are required? By whom?

   e. Is school work boring? Why?

   f. How much freedom can an individual have? Why? (age disregarded) What is "freedom"?

   g. When do you feel best (happiest, most joyful, etc.)?

   h. When do you feel most pressured?

   i. Why do you watch TV (or do anything?)

   j. What does it mean to have "fun"?

5. Role-play or use drama games (see "Theatre Game File") to probe fears and concerns arising from discussion.

Outcome Measure:

Student responses to pre-tests (survey and log) and to classroom discussion.

	Thursday	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday
1:00 A.M.							
2:00 A.M.							
3:00 A.M.							
4:00 A.M.							
5:00 A.M.							
6:00 A.M.							
7:00 A.M.							
8:00 A.M.							
9:00 A.M.							
10:00 A.M.							
11:00 A.M.							
12:00 P.M.							
1:00 P.M.							
2:00 P.M.							
3:00 P.M.							
4:00 P.M.							
5:00 P.M.							
6:00 P.M.							
7:00 P.M.							
8:00 P.M.							
9:00 P.M.							
10:00 P.M.							
11:00 P.M.							
12:00 A.M.							

NAME _____ MODS _____

Log of Daily Activities

NAME_____

MODS_____

Checklist of Student Interests and Activities

Which of the following activities are you required to do at home either on a regular or occasional basis?

	mowing the lawn
	helping to prepare meals
	taking out the garbage
	washing the car
	taking care of a younger brother or sister
	preparing a grocery list
	cleaning your room or other areas of the house or garage
	doing the ironing or mending
	washing the dishes
	feeding, grooming, or walking a pet
	polishing the silver, cleaning the glassware, or the mirrors
	shopping for food or things needed in the house
	watering, planting, or weeding a garden
	washing the windows, cleaning the venetian blinds
	doing the laundry
	others:

Comments: _____

Do you wish you didn't have to do the things in the above chart?

_____

Do you enjoy doing certain ones more than others? Which ones? _____

_____

_____

Do you spend a lot of time daydreaming or thinking of things that have happened? _____

Do you usually pick up after yourself? Why or why not? _____

_____

_____

If you do, are you pleased with yourself, or do you feel it's a waste of time? _____

_____

_____

Have you traveled at all? _____ List the most interesting places you've been. _____

_____

Do you do any activities for which you get paid? _____ If so, what are they? _____

_____

When you get washed and brush your teeth, how do you feel? Is is something you enjoy or do you think of it as a chore? _____

_____

_____

_____

How do you feel when you look in the mirror? _____

_____

_____

Do you enjoy being with others? _____

Which of the following things do you like to do with your friends or family? Are there some you'd prefer to do alone, or does it depend on the mood you're in? If you never take part in these activities mark neither.

alone	together	both	neither	
				model building
				sewing
				shopping
				going to parks, spending time outdoors; picnics, etc.
				cooking, baking bread, etc.
				taking walks
				going to the Zoo
				sports and games swimming, water polo
				horseback riding, horse racing, polo
				ice skating, hockey
				roller skating
				soccer
				softball, baseball, cricket

Chart continued

alone	together	both	neither	
				volleyball
				basketball
				football
				bowling
				rugby
				tennis
				handball
				lacrosse
				bicycling
				gymnastics
				kite-flying
				sailing; canoeing
				track
				field
				jacks
				checkers
				chess
				crossword puzzles; word games
				boxed games; monopoly etc.
				poker; bridge; solitaire etc.
				fishing

Chart continued

alone	together	both	neither		
					hunting
					camping
					bag packing
					magic; card tricks
					others:

Comments: _____

_____

_____

_____

Do you have any collections of things like stamps, match boxes, shells, dolls, coins, postcards, etc.? _____

_____

_____

Do you like to work in metal, leather, or glass? _____

_____

Have you ever done work in embroidery, ceramics, macrame, enameling, or other related crafts? Which ones did you like the most? _____

_____

_____

_____

Do you play an instrument?_____ If so, do you look forward to practicing it? _____ What instrument do you play? _____

Do you spend any time listening to records? _____ List some of your favorite recordings._____

_____

_____

_____. Why do you like them? ____

_____

Do you ever go to the symphony? _____ If so, about how often? ____

_____

Do you enjoy seeing plays? _____ Have you seen any recent presentations? _____ If so, which ones and where? _____

_____

_____

_____

Have you ever been in a drama performance of any kind?_____ If so, how long ago was this? _____ What kind of part did you have?

_____

Do you like to paint or draw?_____ Have you gone to the museum or to a gallery showing an artist's work recently? _____ Which one? _____

_____

Have you been to any movies lately? _____ Was there one you liked more than others? _____ Can you explain why? _____

_____

_____ What was the name of the movie? _____

_____

_____

Have you ever made a movie or worked in photography? _____ When?__

_____

_____

Do you spend a lot of time watching TV? What are some of your favorite programs, and why? _____

_____

_____

_____

_____

Are you turned off when someone mentions channel 9? _____

_____

Are you at all interested in politics? _____ Did you do any reading last summer on the candidates for the presidential election? _____ If so, which publications would you say gave you the most information?

_____

_____

Did you ever join any marches or rallies, or work in anyway for your congressman or for your favorite candidate in any election? _____

_____

_____

Do you enjoy reading magazines and newspapers for information other than political? _____ What is your favorite magazine and why do you like it? _____

_____

_____

What section of the newspaper do you read first? _____

If you're interested in the news, do you prefer to watch it on TV, or read the daily paper, or both? _____

_____

_____ Why? _____

_____

_____

Do you read a lot of books? _____ What are your favorite kinds?

_____

_____ Why? _____

_____

_____

Do you enjoy writing letters to friends when they are away? _____

What about thank you notes? _____

Do you ever write poems when you find it hard to express a feeling or or thought verbally? _____

Do you like to write stories, either in class, or on your own? _____

_____

Have you ever done any kind of sculpture, say an animal or head in clay at school? _____ Do you still have it? _____ Did you give it away? _____

Have you ever thought about different kinds of architecture or how parts of a building or mechanical object could be improved? _____

_____

Do you enjoy doing any kind of dancing like popular, modern, classical, or folk? _____

_____

Have you ever been to a ballet? _____ Did you enjoy it? _____

What do you remember most about it? _____

_____

_____

Additional comments: _____

_____

_____

_____

Lesson Two (one week).

Domain: Career planning

Goal: Students will relate personal interests and activities to vocational/avocational possibilities.

Developmental Objective: Students will be aware of how their own current interests may be useful in their future lives.

Performance Objectives:

1. Students will understand the ways in which specific career interests apply to each cluster.

2. Students will recognize that interests are not necessarily determined by sex, age, race, intelligence, or religion.

Activities:

1. Through class discussion students will know which careers fit under the career cluster headings.

2. Students will determine through discussion how their specific interests fit into each cluster.

3. Teacher should also have taken survey. Then the class will discuss answers (hopefully to bring down sex, age, race barriers, etc.).

4. Students will select one career cluster which most closely relates to their total interest and activity patterns. The teacher will help in this assessment.

5. Students will select together one product or service and together discuss all the possible careers which apply to it.

6. Having chosen a career cluster, ask students to create a collage of pictures from magazines and newspapers which exhibit the variety of opportunities for activities within the cluster. Display collages grouped by cluster on a large bulletin board.

Outcome Measures:

1. Test—students will list <u>at least</u> 3 jobs or avocations under each career cluster.

2. Each student will submit a written report in which he lists his chosen career cluster together with 15 possible interest areas. Using his interest survey sheet he will list his specific interests and how they each relate directly to the cluster he has chosen.

SCHOOL DISTRICT OF UNIVERSITY CITY
Office of Curriculum and Instruction

June 26, 1972

United States Office of Education fifteen occupational clusters to be considered in planning Career Education curriculum.

1. Business and Office Occupations
2. Marketing and Distribution Occupations
3. Communications and Media
4. Construction Occupations
5. Manufacturing Occupations
6. Transportation Occupations
7. Agri-Business and Natural Resources Occupations
8. Marine Science Occupations
9. Environmental Control Occupations
10. Public Services Occupations
11. Health Occupations
12. Hospitality and Recreation Occupations
13. Personal Services Occupations
14. Fine Arts and Humanities Occupations
15. Consumer and Homemaking-Related Occupations

Lesson Three (seven weeks)

Domain: Careers planning

Goal: The student, through pursuing the interest in his own chosen career cluster, will be aware of his own potentials in life and those of others.

Developmental Objective (Grades 7-9): Each student will be able to assess his possibilities, write and follow his own goals, evaluate his progress, share with others, and write and speak effectively.

Performance Objective: The student, working individually and with classmates, will be able to answer all of the following career questions with a minimum of 70% efficiency.

Activities:

1. Students will use the library to seek answers to study questions.
2. Guest speakers will be invited to the classroom to discuss their career(s) and interests with students, (poets, advertisers, copywriters, journalists, industrial, professional, etc.)
3. Students will go on field trips to explore career opportunities in the community. (factories, museums, radio and t.v. stations, printers, etc.)
4. Students will meet individually with the teacher in order to determine how closely they are adhering to the objectives.
5. After having completed in writing the listed questions (6 weeks), students will present their answers orally to the class (one week).

General Career Questions:

1. What career cluster did you choose?
2. List 30 minimum careers possible within the cluster.
3. List 10 recreational possibilities within the cluster.
4. What are the current needs for the product or service you have chosen? (Research, use want ads, etc.)
5. What is the current average income for the product or service? (average per month or year)

General Career Questions (continued)

6. What is the projected need for the future? (10 years)

7. What is the projected income? (10 years)

8. What kind of training and education is required?

9. What training/education is available in this area? (State of Missouri, University City community)

10. What is the total cost of the training or education? Are loans or scholarships available? How do you get one?

11. What community services, clubs, or organizations exist in which the career interest may be explored? (list them) If the answer is none to 10 and 11, answer 12.

12. Why is no training or service organization available in this community? How can one be started? Does the state or federal government have any agency concerned with promoting your choice?

13. What local, state, or federal agencies are concerned with your chosen career cluster? If you can find none, why is there no concern?

14. List at least 10 persons currently involved in the career choice you made and briefly describe each one in terms of the contributions he has made to the field.

15. Many career fields include specialized vocabularies or terminologies. List and define 25 words which have special meaning for the career cluster you have chosen.

16. In a paper of at least 2 pages explain how (specifically) the career cluster you have chosen directly relates to the needs and interests which you feel personally now.

17. In a paper of at least 3 pages explain why or why not the career cluster you have chosen is important (to you, your family, community and country). Show how specific people have contributed to the career field and why their contributions are important. Explain how you can contribute to the field and what expectations you have of how it could affect your life either as a potential job or recreational outlet.

Outcome Measures: Students will be graded and the course evaluated by the following devices:

1. Students' activity logs and interests checklist will serve as pre-tests and post-tests of affective changes.

   a. the survey of activities and interests

   b. the daily log of one week in which students list hourly activities

Outcome Measures (continued)

2. Tests of cognitive change

   a. Mid-term objective quiz on careers and interests

   b. Final formal objective test on career fields

3. Completed individualized study questions (as proceeding outlined questions) and development of writing skills and vocabulary.